

GRADE 12 - HEALTH AND PHYSICAL EDUCATIONS

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods:

Length of Class Periods (minutes):

Length of Course:

Unit of Credit:

Course Weight:

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard # 10.4.12

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.	<ul style="list-style-type: none"> • Participate in fitness walking running program. For cardio-respiratory fitness • Incorporate weight training into personal fitness program 	<ul style="list-style-type: none"> • Teacher made tests • Observations • Worksheet • Personal profiles 	<ul style="list-style-type: none"> • Reference material • Videos • Equipment for activity • Magazines • Teacher resource material

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STANDARD B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities <ul style="list-style-type: none"> • Social • Physiological • psychological 	<ul style="list-style-type: none"> • Work cooperatively with team members in various sports • Examine the physiological effects of health related aspects of fitness (cardio-respiratory, muscular endurance, muscular strength, flexibility, body composition). • Recognize the psychological differences of team members and opponents 	<ul style="list-style-type: none"> • Observations • Oral responses • Teacher made tests • Fitness test • Participation in individual activities • Participation in group activities 	<ul style="list-style-type: none"> • Presidential council on physical fitness and sport • Reference materials • Equipment for activities

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STANDARD C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity. <ul style="list-style-type: none"> • Aging • Injury • disease 	<ul style="list-style-type: none"> • Participate in presidential fitness testing • Compare results with previous 3 years • Analyze height, weight, age, health, changes over the last 3 years. 	<ul style="list-style-type: none"> • Presidential fitness charts • Observations • Worksheets • Teacher made tests 	<ul style="list-style-type: none"> • Presidents council on physical fitness and sports • Charts • Reference material

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<p>STANDARD</p> <p>D. Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> • Personal challenge • Physical benefits • Finances • Motivation • Access to activity • Self-improvement 	<ul style="list-style-type: none"> • Identify personal challenges student has had • Examine physical benefits of fitness • Explore financial aspects of different fitness programs • Compare/contrast motivation to participate in one activity as opposed to another. • List access to various activities in school district • Explore the opportunities for self-improvement provided by the school 	<p>PSSA writing</p> <ul style="list-style-type: none"> • Relate all 6 categories to self. 	<ul style="list-style-type: none"> • Reference material • Posters • Charts • Pens and paper

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<p>STANDARD</p> <p>E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p>	<ul style="list-style-type: none"> • Compare scores on skills tests with scores from previous years. • Consider participating in the school intramural program or sports team • Participation in class games and tournaments 	<ul style="list-style-type: none"> • Participation in group activities • Participation in individual activities • Skill tests • Oral responses • Tournaments 	<ul style="list-style-type: none"> • Reference materials • Equipment for activities • Charts • magazines

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STANDARD F. Assess and use strategies for enhancing adult group interaction in physical activities. <ul style="list-style-type: none"> • Shared responsibility • Open communication • Goal setting 	<ul style="list-style-type: none"> • Identify the responsibilities of the participants of an activity or game • Provide positive reinforcement to team members • Recognize the importance of setting goals to attaining desire and outcome 	<ul style="list-style-type: none"> • Observation • Oral responses • Worksheets • Demonstration 	<ul style="list-style-type: none"> • Reference material • Equipment for activities • Posters • charts

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 10.5.12 Concepts, Principles and Strategies of Movement

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p>	<ul style="list-style-type: none"> • Examine activities that promote lifelong participation • Identify movement skills necessary for long term health and fitness • Review skill related components and activities that utilize these components • Understand the value of lifelong activity participation • Participate in various individual and team activities 	<ul style="list-style-type: none"> • Oral response • Worksheet • Checklist • Observation 	<ul style="list-style-type: none"> • text book • reference materials • charts • posters • magazines • activity equipment

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<p>STANDARD</p> <p>B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> • Open and closed skills • Short-term and long-term memory • Aspects of good performance 	<ul style="list-style-type: none"> • Define and identify open and closed skills • Understand and apply long and short term memory in personal development of skill • Work to attain best personal level of skill development. • Demonstrate understanding of game concepts by participating in various activities 	<ul style="list-style-type: none"> • Written test • Skill test • Oral response • Observation 	<ul style="list-style-type: none"> • Textbooks • Reference materials • Posters • Charts • Magazines • Activity equipment

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STANDARD C. Evaluate the impact of practice strategies on skill development and improvement.	<ul style="list-style-type: none"> • Practice personal skill development • Work with partners to enhance personal skills • Observe and evaluate classmates skill development • Apply skill development in drills • Participate in lead up game situations • Demonstrate skill development in game situations 	<ul style="list-style-type: none"> • Oral response • Skill test • Observation • Checklist • Worksheet 	<ul style="list-style-type: none"> • Textbooks • Reference materials • Video tapes • Posters • Charts • Magazines • Activity equipment

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<p>STANDARD</p> <p>D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p>	<ul style="list-style-type: none"> • Review exercise and training principles • Explain activities in which principles are utilized • Create a circuit that uses stations to identify different health and skill related components • Explain lifetime importance of each component 	<ul style="list-style-type: none"> • Worksheet • Checklists • Oral response • Observation • Written test • Circuit project 	<ul style="list-style-type: none"> • Textbooks • Reference materials • Posters • Charts • Magazines

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<p>STANDARD</p> <p>E. Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p> <ul style="list-style-type: none"> • Efficiency of movement • Mechanical advantage • Kinetic energy • Potential energy • Inertia • Safety 	<ul style="list-style-type: none"> • Define scientific and biomechanical principles • Give specific examples of movement efficiency, mechanical advantages, kinetic energy activities, potential energy sources, inertia, and safety aspects from activities in class. 	<ul style="list-style-type: none"> • Oral response • Checklist • Worksheet 	<ul style="list-style-type: none"> • Textbooks • Reference materials • Posters • Charts • Magazines • Activity equipment

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<p>STANDARD</p> <p>F. Analyze the application of game strategies for different categories of physical activities.</p> <ul style="list-style-type: none"> • Individual • Team • Lifetime • outdoor 	<ul style="list-style-type: none"> • Demonstrate knowledge of individual activities in lead up practice games and in tournament play • Participate in both the offense and defense at times to understand all aspect of team activities • Identify personal likes and dislikes for lifetime and outdoor activities 	<ul style="list-style-type: none"> • Observation • Written test • Skill test • Oral response 	<ul style="list-style-type: none"> • Textbooks • Reference materials • Posters • Charts • Magazines • Pamphlets • Activity equipment